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ABSTRACT

School district staff, aware of the need for a program to teach attitudinal skills, undertook to develop a curriculum model for vocational teachers to help their students gain those attitudes, behaviors, and personal characteristics valued by employers. Teacher input led to a workshop for converting behavioral ideals into practical teaching terms using learning activities and evaluation techniques. An Affirmative Action Committee evaluated the tentative curriculum so produced to exclude any bias or stereotyped attitudes prior to field testing under conditions of frequent supervision. A final workshop evaluated the total project and refined the model, with results indicating success. Field test teachers found students, teachers, and administrators very enthusiastic regarding the project, with noticeable improvement in student employability and promotion. Students not only knew the attitudinal roles but were also able to duplicate them in terms of behavior. Contributions to curriculum development include the detailed organizational plans for the curriculum model, positive reinforcement for both teacher and student as a motivational strategy, the model's direct relationship to the world of work and the fact that its activities actually changed student behavior, and the model itself. The model contains statements of objectives, learning activites, and evaluation methods in short (one-page, usually) self-contained units. Also appended is a brief teaching strategy, sample checklists, self-evaluation and self-analysis forms, and a list of additional resources. (CP)

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ED178706

FINAL EVALUATION REPORT

FOR

DEVELOPMENT OF ATTITUDINAL SKILLS

APRIL 1, 1978 - JUNE 30, 1979

CERES UNIFIED SCHOOL DISTRICT
P.O. BOX 307
CERES, CALIF. 95307
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CE 022 389

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROJECT INFORMATION

Title of Project:	Development of Attitudinal Skills
Agency:	Ceres Unified School District
Director:	John Avila
Project Number:	50-71043-3-8-223
Time Period:	April 1, 1978 - June 30, 1979

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CHAPTER I

Introduction To Report

This report covers the time period of April 1, 1978 through June 30, 1979. The report includes a restatement of the project objectives as well as a narrative treatment of the project activities to give the reader an overview of the project as actually implemented.

Chapter III summarizes our internal evaluation procedures and Chapter IV presents an objective by objective analysis of all objectives including major accomplishments and evaluation data. The project's contributions to curriculum development is described. In addition, Chapter VII provides a summary of dissemination efforts and activities conducted during the course of the project. Observations and recommendations are listed in Chapter VIII.

Photo copies of the Curriculum Model "Toward Better Work Attitudes" are included with this report. The final product is currently being printed and will be available for distribution September 15, 1979.

CHAPTER II

Statement of Project Objectives

A restatement of the objectives of the project is provided below. An objective by objective analysis of the actual outcomes of each is included in Chapter V.

DEVELOPMENT OF ATTITUDINAL SKILLS

1.1 By June, 1978 the list of attitudes, behaviors, and personal characteristics developed by Ceres* will be reviewed by teachers and advisory committee members in at least one rural and one urban area. Evidence of completion will be project coordinator notes of meetings and tabulation of questionnaires.

*See section titled Knowledge and Use of Existing Materials.

1.2 By July, 1978 an Affirmative Action Teaching Strategy (AATS) will be developed which will identify those attitudes, behaviors, and personal characteristics that need extra reinforcement because of sex, race, or other stereo-types. Evidence of completion will be the AATS document.

1.3 By July, 1978 the Ceres list of attitudes, behaviors, and personal characteristics valued by employers will be revised based upon the input received from vocational education teachers and advisory committee members. Evidence of completion will be the revised list.

1.4 By September, 1978 a curriculum model designed to assist teachers in helping students, develop attitudes, behaviors and personal characteristics valued by employers will be developed and prepared for field testing. The curriculum model will contain objectives, sample activities and assessment instruments designed to measure student development of the identified attitudes, behaviors, and personal characteristics. Evidence of completion will be the curriculum model.

1.5 By May, 1979 the revised curriculum model will be field tested and evaluated by 20 to 25 vocational teachers with 40 to 50 vocational classes in the two RAVEC areas. This objective will be evaluated by using the evaluation instruments included in the curriculum model to measure student development of the attitudes, behaviors, and personal characteristics listed in the model.

1.6 By June 30, 1979 a statistical analysis of the field test results plus a copy of the final curriculum model will be mailed to directors of vocational education and high school curriculum directors throughout California. Evidence of completion will be items mailed.

CHAPTER III

Summary Of Project Activities

During six years of implementing several career and vocational education grants, the Ceres Unified School District staff became increasingly aware of the need for a program to teach attitudinal skills. Staff members have heard a litany of complaints from employers about the need for improved student work attitudes.

As a result of these expressed needs on the part of the employers, the district applied for and received Federal Vocational Education Sub Part 3 funds to develop a curriculum model which would guide vocational teachers in their efforts to help students gain those attitudes, behaviors and personal characteristics which are valued by employers.

Though the district already had a rough list of the behaviors, attitudes and personal characteristics, the list was apparently generic only to the Ceres area. In order to develop a product with state wide usefulness, Vocational Education teachers and employers from Oakland, Berkeley and Stanislaus County participated in Phase One of the project by ranking attitudes, behaviors and personal characteristics according to their importance in being hired, maintaining a position and having a chance for promotion in employment.

An Affirmative Action Committee was formed to identify areas needing extra efforts because of sex, race and other stereotypes.

Select teachers from Oakland, Berkeley and Stanislaus County were organized into a workshop for the expressed purpose of converting each behavior into practical use. Objectives, learning activities and evaluation techniques were designed for each item or combination of items on the list.

The results of the workshop were combined into a tentative curriculum. Each objective, classroom activity and evaluation technique was read and evaluated by the Affirmative Action Committee. As a result of its recommendations, changes were made and a special report was added to the model incorporating possible Affirmative Action Teaching Strategies.

Interested vocational education teachers from the two geographical areas were invited to attend meetings for the purpose of explaining the project and accepting the applications of those who would like to participate in its field test. Fifteen vocational education teachers were selected at the Oakland-Berkeley area meeting and fifteen were selected from the Stanislaus County meeting.

After the teachers were selected, Dr. Eugene Maxwell, former Superintendent in Tulare County and later Superintendent of the Patterson Unified School District, began to monitor and evaluate field testing of the model.

Dr. Maxwell visited each teacher four times from November through May of 1979. He encouraged participants to follow the objectives as written in the draft of the model, to try as many of the suggested learning activities as possible and to keep accurate records for evaluation purposes. He suggested ways that teachers could reinforce positive behavior and stressed the importance of writing comments about successes and failures in the comment sections of the model. Written reports were submitted to Mr. Rudd, director of the project.

The classroom visitations were interspersed by group meetings held in each area. These meetings were chaired by Bill Fortson, Project Coordinator, Jack Rudd, Project Director, and Dr. Maxwell. Teachers were asked to describe successful activities, state their problems, and request needed materials.

The draft of the model contained thrity objectives distributed among sixteen behaviors. Each teacher was asked to follow the objectives as written, to try as many of the listed activities as possible and to arrive at a percentage of student success for each objective.

The twenty-five teachers completing the study finished an average of sixty percent of the objectives. Several teachers said that they did not have time to attempt all of them. Others did not believe that all the objectives were applicable to their classes. Six teachers completed all of the objectives.

A final meeting of teachers from both geographic areas was held in Ceres on June 18th, 19th and 20th. This meeting was a workshop for the purpose of evaluating the total project and for refining the model.

Workshop results indicate that the work attitudes project has been exceptionally successful. Not only has a curriculum model been written, but students have learned. were excited about developing "good" work attitudes, and have improved their employability and promotion as a result of the experience.

Field test teachers were pleased to find that students, teachers and administrators at the field site schools got excited about the project even when many of them were not direct participants.

The final model is an excellent tool for teaching students the major attitudinal ingredients for an employee role in business, industry and/or service occupations. Students not only know the attitudinal role but are able to duplicate it in terms of behavior.

CHAPTER IV

Evaluation Procedures

The internal evaluation process was designed to determine whether desirable changes have occurred in programs and people resulting from the project. The general design was that of stating project objectives to be met at optimum points during the project year and gathering required information to indicate the extent to which these objectives were achieved. As written, the objectives were concerned with:

Project Implementation:	Stating required events for the project and indicating the documentation necessary to assure the project director and others that the stated events have occurred
	and
Product or Outcome Evaluation:	Stating expected achievements of targeted students and staff, measuring to see whether these achievements are, or are not realized.

Charts were developed for each objective to give an overview of the primary tasks to be carried out in the evaluation of the project. The charts were developed to meet the evaluation requirements of the project by including the following information for each project process and product objective:

- criterion of success for each objective
- target population
- activities to be carried out for attaining the objective
- timeline for conducting activities
- data and data source to be used for the evaluation
- sample size
- specific data collection instruments to be used or developed
- time(s) of administration for carrying out the evaluation of the objective
- the evaluation design to be used for each objective

One aspect of the evaluation process which does not relate specifically to any one objective and therefore does not appear in the charts is formative evaluation. A Project Performance Management form was utilized by the internal evaluator in cooperation with each responsible staff member to periodically monitor progress of each objective and procedure to assure

their efficiency and effectiveness. This system of data collection determined at interim points whether procedures and objectives have been met, have not been met but were in progress, or had not met on timeline. In order to facilitate revisions, anticipate problems, and implement changes required before final evaluation, the process also identified existing conditions that were preventing the accomplishement of objectives and procedures on timeline.

In order to facilitate this process project site coordinators were screened and assigned. Working closely with the project director and the internal evaluator, these coordinators were responsible for personalizing the project objectives for their site, for communicating the project intent to their colleagues, and for conducting the activities to achieve the proposed objectives.

Included in this report are each site coordinators assessment of their sites' major activities and outcomes. This monitoring procedure, while it has its weaknesses, has as its strength personal commitment and involvement by the people responsible for carrying out the day-to-day operation of project activities.

CHAPTER V

Project Accomplishments/Outcomes

The following section presents an objective-by-objective reporting of all objectives and activities as implemented. Included is a statement of objectives and activities, time-frame management, major accomplishments and outcomes and the outcome evaluation data.

Implementation of the activities is indicated on the "Project Performance Management" form. If an activity was not completed the circumstances are indicated in the "Reason" column. The reason code is: 1) time 2) materials 3) personnel 4) time frame unappropriate 5) activity changed 6) other. Any differences between anticipated outcomes and actual outcomes and the reasons for these differences are described under the major accomplishments section below each objective.

PROJECT PERFORMANCE MANAGEMENT
FOR
DEVELOPMENT OF ATTITUDINAL SKILLS

COMPONENT

OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT									
	INTERIM				FINAL						INTERIM				FINAL				
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	
1.1 By June, 1978 the list of attitudes, behaviors, and personal characteristics developed by Ceres* will be reviewed by teachers and advisory committee members in at least one rural and one urban area. Evidence of completion will be project coordinator notes of meetings and tabulation of questionnaires.		(G)			x	(H)				1.1.1 A project coordinator will be hired on an hourly plus travel and per diem basis to carry out the objectives of the project.		(J)			x	(K)			
										1.1.2 The list of attitudes, behaviors, and personal characteristics valued by employers and a background statement relating to the development of the list will be prepared for distribution.					x				
*See section titled Knowledge and Use of Existing Materials.										1.1.3 The Yosemite Regional Adult and Vocational Education (RAVE) Council and a RAVE Council from an urban area in California will be used as the rural and urban areas to review the list of attitudes, etc. Selection of the urban council and contact with the Yosemite Council will be made as soon as the project is funded.					x				

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE	OUTCOME EVALUATION DATA
1.1 A coordinator was hired to carry out the objectives of the project. In his first action, with aid from the project director, he compiled a list of attitudes, behaviors, and personal characteristics valued by employers. The list was presented to a select group of vocational education and advisory committee members for validation, clarification, and comments. The select group of teachers and advisory members come from the urban area of Oakland/Berkeley and the rural area of Stanislaus County.	1.1 Notes of meetings and tabulation of questionnaires are evidence of completion.

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OBJECTIVE MANAGEMENT										ACTIVITY MANAGEMENT									
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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	
1.1 (continued)		(G)				(H)				1.1.4 The project coordinator will randomly select a 10% sample of vocational teachers within each RAVE area to review and make suggestions regarding the validity of the Ceres list of attitudes, etc. The materials developed in Activity 1.1.2 plus a questionnaire and a return envelope will be mailed to each of the selected teachers who agree to participate in the project.		(J)			x	(K)			
										1.1.5 The project coordinator will meet with each of the advisory committees representing the selected RAVE Councils to discuss the validity of the Ceres materials. Suggestions for modification of the list will be carefully logged for later use.					x				

PROJECT PERFORMANCE MANAGEMENT
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OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								
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1.1 (continued)		(G)				(H)			1.1.6 The project coordinator will stress the importance of relating the attitudinal, behavioral, and personal characteristics listed to the needs of disadvantaged, handicapped and limited English-speaking students. Effort will be made to assure that no sex bias or sex stereotyping occurs in the list.		(J)			x	(K)		

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code
1.2 By July, 1978 an Affirmative Action Teaching Strategy (AATS) will be developed which will identify those attitudes, behaviors, and personal characteristics that need extra reinforcement because of sex, race, or other stereo-types. Evidence of completion will be the AATS document.		(G)			x	(H)		

ACTIVITY MANAGEMENT									
	INTERIM				FINAL				
ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.2.1 A five-person affirmative action committee will be formed.		(J)			x	(K)		
1.2.2 A two-day committee meeting will be held. Participants will be paid $100.00 per day plus travel and per diem.					x			
1.2.3 Committee will identify attitudes, etc. from the list developed in Objective 1.1 that need extra reinforcements because of sex, race, or other stereo-types.					x			
1.2.4 Committee will develop a Strategy (AATS) to provide extra reinforcement because of sex, race, or other stereo-types.					x			

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE

1.2 An Affirmative Action Committee was selected. This committee consisted of individuals trained to work with the culturally different and handicapped students combined with specialists in the areas of sex bias and stereo-typing.

After careful analysis of existing stereotypes and the attitudes, behaviors, and personal characteristics listed in the curriculum model, the Affirmative Action Committee decided that some students will be reluctant to develop the desired behaviors because of their life experience.

In an attempt to help teachers work with these students, the Committee identified life experiences that contribute, either positively or negatively, to the development of the desired behaviors. In addition, the committee suggested some activities teachers may use to give students positive life experiences and hopefully motivate them to accept the importance of developing the desired behaviors. These life experiences and the suggested teacher initiated activities were listed in the model.

OUTCOME EVALUATION DATA

1.2 The publication of the A.A.T.S. document within the test model is evidence of completion.

PROJECT PERFORMANCE MANAGEMENT
FOR

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	
1.3 By July, 1978 the Ceres list of attitudes, behaviors, and personal characteristics valued by employers will be revised based upon the input received from vocational education teachers and advisory committee members. Evidence of completion will be the revised list.		(G)			x	(H)				1.3.1 The project coordinator will revise the Ceres list, using input received from advisory committee members and teachers.		(J)			x	(K)			
										1.3.2 The project coordinator will make sure the needs of disadvantaged and handicapped students are addressed in the final list and that the final list is neither sex biased nor stereo-typed.					x				
										1.3.3 The project coordinator will use the AATS to identify those items on the list that will need special treatment.					x				

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE	OUTCOME EVALUATION DATA
1.3 The list of values, attitudes, and behaviors was re-submitted to members of advisory committees and vocational education teachers. Each item on the list was ranked according to the value of each has in obtaining, maintaining and seeking promotion in a particular job. The list was revised accordingly and was published for use in continuing to meet the rest of the objectives in the project.	1.3 The publication of the revised list is evidence of completion.

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.4 By September, 1978 a curriculum model designed to assist teachers in helping students develop attitudes, behaviors and personal characteristics valued by employers will be developed and prepared for field testing. The curriculum model will contain objectives, sample activities and assessment instruments designed to measure student development of the identified attitudes, behaviors, and personal characteristics. Evidence of completion will be the curriculum model.		(G)			x	(H)			1.4.1 A consultant with a strong background in the affective domain will be hired.		(J)			x	(K)		
									1.4.2 A curriculum development workshop designed to develop the curriculum model will be organized and scheduled.					x			
									1.4.3 Ten teachers from both RAVE Council areas who participated in the review of the skills list will be hired for $6.72 per hour plus travel and per diem to participate in a ten-day curriculum development workshop.								
									1.4.4 The curriculum development workshop participants, with the assistance of the project coordinator and the consultant will:					x			
									1.4.4.1 Study the Ceres Instructional Strategy Model.								

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE	OUTCOME EVALUATION DATA
1.4 Early in process of implementing project objectives a consultant was hired. Key to his skills was a strong background in the area of the affective domain. Working with the project coordinator and the project director, the consultant helped to establish and schedule a curriculum workshop with the purpose of developing a curriculum model designed to assist teachers in helping students develop attitudes, behaviors, and personal characteristics valued by employers. Participants in the workshop consisted of ten people from the Stanislaus area and ten people from the Oakland/Berkeley area. The curriculum model produced included specific objectives for each of the prioritized attitudes, behaviors and personal characteristics valued by employers. Each of the objectives had lists of classroom activities, affirmative action concerns, and evaluation components. The model was printed in a rough form and was re-evaluated by the affirmative action committee. With the adjustment from the affirmative action committee, the model was re-printed to be used in a field test situation.	1.4 Publication of the curriculum model is evidence of completion.

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.4 (CONTINUED)		(G)				(H)			1.4.4.2 Develop skills necessary to write goals, activities, and evaluation instruments in the affective domain.		(J)				(K)		
									1.4.4.3 Revise the Ceres model to include new skills added as a result of Objective 1.3.								
									1.4.4.4. Prepare measurable objectives and evaluation instruments for each of the identified attitudes, behaviors, and personal characteristics.								
									1.4.4.5 Prepare sample learning activities for each of the identified attitudes.								

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1.4 (continued)		(G)				(H)				behaviors and characteristics		(J)				(K)			
										1.4.4.6 Place special emphasis on the needs of disadvantaged and handicapped students.									
										1.4.4.7 Guard against sex stereotyping and sex bias.									
										1.4.4.8 Incorporate AATS into the curriculum framework.									
										1.4.5 A committee consisting of individuals with specialized background regarding the needs of disadvantaged and handicapped students will review the curriculum model to assure that the needs of these students are addressed.						x			

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1.4 (continued)		(G)				(H)			1.4.6 The affirmative action committee will meet to review the curriculum model to see that no sex bias or sex stereotyping exists and to see that the AATS was incorporated.		(J)			x	(K)		
									1.4.7 Duplicate the curriculum framework in preparation for field testing.					x			

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.5 By May, 1979 the revised curriculum model will be field tested and evaluated by 20 to 25 vocational teachers with 40 to 50 vocational classes in the two RAVEC areas. This objective will be evaluated by using the evaluation instruments included in the curriculum model to measure student development of the attitudes, behaviors, and personal characteristics listed in the model.		(G)			x	(H)			1.5.1 Selected 20 to 25 of the teachers who participated in the initial review of the skills to field test and evaluate the model. Teachers will be paid $6.72 per hour plus travel and per diem for workshops associated with this objective plus $300.00 for field testing the material in their own classrooms.		(J)			x	(K)		
									1.5.2 Implement a two-day workshop for the selected teachers assigned to:					x			
									1.5.2.1 Familiarize teachers with revised curriculum model.								
									1.5.2.2 Improve skills related to writing activities in the affective domain.								

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE	OUTCOME EVALUATION DATA
1.5 Twenty teachers from the two geographical areas participated in a three-day workshop from June 18th thru June 20th. Participants in the workshop, including the consultant and project staff, found that none of the objectives in the model could be measured in the traditional testing sense. The group felt that objectives dealing with behaviors must be evaluated through the observation of student action. Knowing the behavior in everyday actions within the "educational system." Teacher/Supervisor and/or student self-evaluation)s) were used in place of traditional testing. Field test results indicate that the test model was effective and will become even more effective in its final form.	1.5 Field test teacher observation and evaluation are evidence of completion.

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1.5 (continued)		(G)				(H)			1.5.2.3 Discuss the special needs of disadvantaged and handicapped students		(J)			x	(K)		
									1.5.2.4 Discuss the importance of keeping the model sex fair and bias free.					x			
									1.5.2.5 Discuss the AATS.					x			
									1.5.2.6 Demonstrate instructional techniques appropriate for use with the curriculum model.					x			
									1.5.2.7 Help teachers adapt the model to their specific classroom situations.					x			

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PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code		ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code	
1.5 (continued)		(G)				(H)				1.5.3 Selected teachers will complete the adaption of the curriculum model and use the activities and evaluation instruments to assess the development of student attitudes, etc. in at least two of their vocational classes.		(J)			x	(K)			
										1.5.4 The project coordinator will observe each teacher in his or her classroom at least once a month during the field test period.					x				
										1.5.5 Selected teachers will meet as a group one day every other month for a discussion of mutual problems/successes with the field test experience.					x				
										1.5.6 Selected teachers will participate in a two-day workshop at the end of the field test period to evaluate the model by comparing					x				

PROJECT PERFORMANCE MANAGEMENT
FOR
DEVELOPMENT OF ATTITUDINAL SKILLS

COMPONENT

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								
	INTERIM				FINAL					INTERIM				FINAL			
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.5 (continued)		(G)				(H)			student attainment of objectives as indicated by evaluation instruments associated with each objective.		(J)				(K)		
									1.5.7 Selected teachers will make recommendations for revising the curriculum model based on project results.					X			

PROJECT PERFORMANCE MANAGEMENT
FOR
DEVELOPMENT OF ATTITUDINAL SKILLS

COMPONENT

OBJECTIVE MANAGEMENT									ACTIVITY MANAGEMENT								
	INTERIM				FINAL					INTERIM				FINAL			
PROGRAM OBJECTIVE (F)	Objective Met	Objective In Progress	Objective Not Met	Reason(s) Code	Objective Met	Objective Part. Met	Objective Not Met	Reason(s) Code	ACTIVITIES (I)	Activity Met	Activity In Progress	Activity Not Met	Reason(s) Code	Activity Met	Activity Part. Met	Activity Not Met	Reason(s) Code
1.6 By June 30, 1979 a statistical analysis of the field test results plus a copy of the final curriculum model will be mailed to directors of vocational education and high school curriculum directors throughout California. Evidence of completion will be items mailed.		(G)			x	(H)			1.6.1 Prepare statistical analysis of the results of the field tests.		(J)			x	(K)		
									1.6.2 Prepare final copy of curriculum framework based upon recommendations made in procedure 1.2.1.					x			
									1.6.3 The committees formed by procedures 1.2.1 and 1.4.5 will meet again to review the final copy of the model prior to dissemination.					x			
									1.6.4 Duplicate and distribute the statistical analysis and the final copy of the model.					x			

MAJOR ACCOMPLISHMENTS/OUTCOMES FOR EACH OBJECTIVE	OUTCOME EVALUATION DATA
1.6 As discussed in the "Major Accomplishments" narration for Objective 1.5, traditional testing was not used to evaluate the effectiveness of the objectives developed during this project. Objectives were evaluated by teacher observation of student behavior. Checklists were kept and in all cases 70% or more of the students involved in the project met objective criteria. Project staff consider this teacher evaluation of student behavior and the checklists associated with this evaluation to be an apropriate statistical analysis for affective objectives. Because the final workshop to complete the model could not be held until after school recessed for the summer, mailing of the curriculum model was delayed until late July.	1.6 Teacher checklists of student attainment of objectives represent the statistical analysis and are available for review. The log listing the mailing of the curriculum model to Directors of Vocational Education and high school curriculum directors throughout California is the evidence of completion.

CHAPTER VI

Contributions To Curriculum Development

The Ceres Unified School District has adopted the philosphy that attitude, behavior and personal characteristics are crucial ingredients in the development of a curriculum which reflects affective needs as well as vocational and academic excellence.

After its development and field testing, the Attitudinal Skills Development Curriculum Model demonstrated that, when used as an intrinsic part of a vocational course of study students not only developed attitudes appropriate to a work role objective but also developed positive attitudes toward learning.

Items mentioned as being most helpful in curriculum included the inspiration gained from the diverse ideas of field test teachers from two different geographical areas, the planning and organization of the curriculum model, positive reinforcement as a motivational strategy, the model's direct relationship to the world of work and the fact that activities in the model actually changed student behavior especially in the area of attendance.

The most important curricular impact resides in the fact that field test teachers are excited enough about the model that they are willing to continue to use it in their classes without the motivation of funding; and, more important perhaps, it can be used effectively in academic as well as vocational curriculum.

CHAPTER VII

Dissemination

Copies of the curriculum model titled "Toward Better Work Attitudes" were mailed to directors of vocational education and high school vice principals in charge of curriculum at every high school in California. These individuals were asked to share the model with all vocational teachers on their respective staffs and to request additional copies for teachers interested in implementing the model.

Project funds were sufficient to produce and disseminate 5,000 copies of the model. Additional copies will be made available on a cost of production basis if sufficient orders are received to defray costs.

The District hopes to receive additional funding from the State Department of Education on other sources to develop a series of workshops to facilitate the dissemination and implementation of the curriculum model.

CHAPTER VIII

Observations/Recommendations

There are three observations which might be of value to anyone who may attempt to replicate this project. These include the selection of field test personnel, the social interaction in the workshops and the instructions to field test teachers.

Careful selection of field test teachers is necessary. It is important that those who are selected are secure in their subject area curriculum and are flexible enough to integrate new ideas into that curriculum. Those who do not have time or are not willing to give time should not be selected.

Verbal give and take in the exchange of ideas is curcial to the workshop phenomenon. Participants should have the advantage of meeting each other socially prior to working together in a workshop situation.

It is also very important that field test instructions are clear, concise and consistant. Without the three "Cs", interpretation of the model evaluations would be impossible.

Replication of the project is possible, and its results will indicate that attitudes, behaviors and personal characteristics can be taught effectively in most classes.

TOWARD BETTER WORK ATTITUDES

A Teacher-Oriented Curriculum Model
to Help Vocational Students Develop
Positive Work Attitudes.

Developed with Vocational Education Sub-part III Funds by
the Ceres Unified School District, P.O. Box 307, Ceres, Ca.

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"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

Introduction

IF YOU WOULD LIKE TO HELP students develop attitudes, behaviors and personal characteristics valued by employers and/or you would like to have students in your classes who are responsible, dependable, prompt and eager to learn, this curriculum model was designed for you.

VOCATION ADVISORY COMMITTEE and other input from labor and industry clearly demonstrates that in addition to looking for technical skills, employers place heavy emphasis on attitudes, behaviors and personal characteristics. *"Give me people who want to work, know how to work and are honest"* is a statement repeated time after time by employers.

IN THE WORLD OF MANAGEMENT, labor, production and quality control, research indicates that more employees are terminated for improper job attitudes and/or behaviors than for any inadequacies in technical skills.

THE MATERIAL CONTAINED in this curriculum model addresses both the needs of the classroom and the needs of the work world. This material represents over six years of educational experience in Career Education, many years of experience in Vocational Education, experience in the area of students with special needs, and nine months of testing in over twenty Vocational Education classrooms in both rural and urban schools.

THE CERES UNIFIED SCHOOL DISTRICT, the people who have participated in this project, and leaders in Vocational Education know from the field test experience that this curriculum model will not only achieve the behaviors, attitudes and characteristics required by both employment and the classroom, but will also open many doors to even better curriculum and better use of learning theory.

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Instructions for the use of the Attitudes Curriculum Model

The curriculum model was designed specifically for Vocational Education. Its purpose was to help teachers develop those attitudes, behaviors and personal characteristics desired by employers.

Because of its purpose, the model is most successful in those situations where there is an obvious link between what is being taught in terms of skills and a specific job or job area. The greatest change in attitudes occurred when teachers included the study of work behavior as a regular part of their course of study.

The model can also be used successfully either in an academic classroom or as a separate unit within the curricular materials of a specific class. However, its greatest success came as an integral part of existing curriculum.

For the best results, use the following format:

1. *Read the Affirmative Action Teaching Strategy (see Appendix) thoroughly. It is important to note that neither the Affirmative Action Teaching Strategy nor the rest of the material in the model contain ALL the answers regarding the best way to help students develop attitudes, behaviors and personal characteristics. As teachers who attempt to enable the students to be appreciated as both students and workers, we need to assure them that we are NOT attempting to change their belief systems or make them unfit to function in their own cultures of origin. Students must understand that these are behaviors they need to learn (to leave at the work place door, if they wish) to be perceived as GOOD WORKERS by the AVERAGE employer in the AVERAGE work place.*
2. *Read the list of nineteen behaviors. Remember that the list has been prioritized by employers.*

   Select the most appropriate behavior to be taught and then turn to the appropriate pages in the model and read the objective(s), suggested learning activities and evaluation techniques. Be sure to consider the cautions and/or suggestions in the footnotes.
3. *Select the objective or objective criteria which is most appropriate. Explain to the group what you are doing,*

why you are doing it and what you expect of each one of them.

4. *Select one or more learning activities. (They have been prioritized in the order which has produced the greatest success in field testing.)*

   Reading the evaluation component for the objective or objective criteria may be helpful in understanding the specific outcomes desired.

   Use the learning activity as a teaching strategy with your group of learners. Try to use as much positive reinforcement as possible.

5. *Select the most appropriate technique to evaluate the success or failure of the learning activities in achieving the objective. Check the appendix for appropriate example check list.*

   Evaluate the teaching strategies. Remember, what each student knows in regard to appropriate attitudes, behaviors or learning characteristics does not measure the success or failure of the objective. The student must demonstrate these characteristics in terms of his/her own personal behavior.

6. *Be prepared to make changes in the learning activities to make them more effective with your group of learners.*

GOOD LUCK! If you have questions or need help, please contact any of the participants listed on Page 6.

Attitudes, behaviors, or personal characteristics valued by employers

The workshop participants who developed the Curriculum Model combined some of the attitudes, behaviors and personal characteristics. Their revised list is shown below ranked in the order of importance and in the order presented in the Curriculum Model:

Responsible/Dependable/Prompt
Wants to learn new skills
Maintains work station
Is attentive during instruction
Shows respect for students and instructors
Gets along with others
Honest
Exhibits pride in work
Exhibits flexibility
Not defensive when corrected
Works up to capacity
Pleasant and cheerful
Shows strong motivation to succeed
Asks permission to miss sessions
Good personal appearance
Organized
Follows others constructively

List of participants

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Ceres Unified School District
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John Call
Ceres High School
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Berkeley High School
Richard Day
Oakland High School
William W. Dyer
Oakdale High School
Donald Eaton
Oakland Technical High School
Robert Escobar
Modesto High School
Virgil B. Estes
Fremont High School, Oakland
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Skyline High School, Oakland
Judith Greenberg
Beyer High School, Modesto
Rick Herrmann
Stanislaus ROP, Modesto
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Turlock High School
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RESPONSIBLE

OBJECTIVE:

Each student will demonstrate responsibility by completing _____% of the assignments in the program which meet minimum standards set by instructor/employer.

1

ACTIVITIES:

Hold classroom discussion of the importance and the reasons for completing assignments. (Assignment goals must be clearly pointed out to students.)

Vary credits/units according to work produced.

Use experienced people to present value of behaviors.

Keep a chart for number of assignments completed by each student.

EVALUATION:

Teacher and/or student keeps a record of number of assignments completed by the student. Record will be evidence for meeting part of the objective.

RESPONSIBLE

OBJECTIVE:

* Each student will demonstrate responsibility by having work up to date.

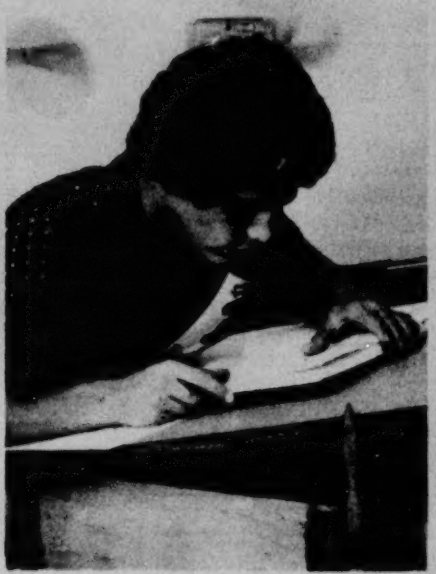
2

ACTIVITIES:

Assign individual and class discussion of necessity for accurately updating work for employer, supervisors, other departments, and customers.

Assign group work by departmentalizing procedures and compiling information from department.

Assign the keeping of a job history report on job(s) in progress for each student.



EVALUATION:

For Activity 1 above, teacher records student progress on a regular basis.

For Activity 1 above, student records own progress on a regular basis.

* Absences and insufficient equipment or materials may interfere with attainment of this behavior.

Provide time for make-up.

OBJECTIVES:

Each student will demonstrate responsibility by listing behaviors which make a responsible student or employee.

ACTIVITIES:

Provide information on what behaviors make up a responsible student/employee (i.e., film-text-community resource chart of responsible behaviors) to each student.

Class will discuss "What is a responsible employee/student?"

Each student will list those behaviors that make a responsible student/employee.

EVALUATION:

Submission of student list in Activity 3 above to teacher.

3

ACTIVITY:

Using list made in Activity 3 above, each student will indicate which of these behaviors he/she has. (See rating scales in appendix.)

EVALUATION:

Submission of ratings in Activity above to teacher.

* Each student will demonstrate responsibility by identifying those behaviors he/she has.

RESPONSIBLE

* Helps motivate students. Will pull the curriculum together if used more than once from mid-term on.

RESPONSIBLE

OBJECTIVE:

Each student will demonstrate responsibility by having no more than _____ unexcused absences during the grading period.

4

EVALUATION:

Supervisor/instructor keeps attendance records.

ACTIVITIES:

Class discussion of attendance rules and importance of good attendance in the class and on the job.

Class discussion on the importance of responsibility in school, on the job and its affect on future jobs.

* Each student may read and sign a copy of the class attendance rules or a contract including class rules. Parents may also be included as co-signers.

Films and outside speaker(s) can be used to reinforce the importance of good attendance.

Parent contact by phone or by mail may reinforce the importance of good attendance.

* Remind students that school personnel may be asked for an evaluation of student attendance relative to various job interviews and applications.

OBJECTIVE:

* Each student will demonstrate responsibility by continuing the previous day's work on individual assignments within the first five minutes of reporting to class or work station.

RESPONSIBLE

5

EVALUATION:

On a regular basis the supervisor will record whether or not the student is working within the first five minutes of class.

ACTIVITIES:

Instruct students on lab procedures and standards.

Students get supplies and proceed to appropriate work stations.

Use printed schedule regarding student daily activities and required supplies.

* May be a problem in beginning classes. Consider contingencies when students have been absent.

Be prepared to provide additional copies of assignments. Teacher must be well prepared in terms of attendance procedures and extended assignments.

When possible, positively reinforce those students who meet or attempt to meet the objective criteria.

RESPONSIBLE

OBJECTIVE:

* Each student will demonstrate responsibility by punching in and out on a time card for _____ days of attendance.

ACTIVITIES:

Class will discuss how to fill out and punch or sign a time sheet/card. This includes an explanation of the importance and use of the completed time sheet/card.

Teacher demonstrates filling out and punching or signing of time sheet/card.

Use students as demonstrators to teach others. (Everyone teaches one.)

EVALUATION:

Supervisor keeps record of student's ability to fill out and punch/sign the time sheet/card correctly.

* May be more appropriate for community classrooms or classrooms simulating job conditions.

Time clock is not necessary. Students may sign in and out.

Positive reinforcement for those who do things correctly!

Time clock must be placed at a level accessible to handicapped students.

DEPENDABLE

OBJECTIVE:

The student will demonstrate dependability by performing at least _____ assigned jobs during the grading period to the satisfaction of the supervisor.

ACTIVITIES:

Explain or discuss how dependability and flexibility facilitate classroom and/or on-the-job routines.

Emphasize the need for dependable personnel. (A guest speaker from a personnel department might be very effective in conveying this idea.)

Thoroughly describe/demonstrate job routines, including criteria for satisfactory performance.

Have students write job descriptions to include what is satisfactory performance.

Students will rotate duties (jobs, tasks) according to a posted job chart. This may include training one's replacement.

EVALUATION:

Supervisor observation of satisfactory job completion (according to teacher standards and checklist record).

1

DEPENDABLE

OBJECTIVE:

* The student will demonstrate dependability by reporting to work station as assigned.

2

EVALUATION:

Supervisor will keep a record of work station attendance. Record may be time card, roll book, and/or time sheet.

ACTIVITIES:

Class lecture/discussion on the importance of being dependable in a work situation.

Students will report the definitions of words: "responsible," "dependable" (i.e., "responsible," self reliant; "dependable," others relying on you).

Supervisor will clarify the difference between "responsible" and "dependable."

Possible activities from outside classroom:

Film: "Your Job: Fitting In"
No. 1841 Coronet Films
65 E. So. Water St.
Chicago, Ill. 60601
Good Source for Careers and Occupations)

Outside speakers:
Telephone Company
PG&E
County Offices
State of California
IRS

* Be sure to discuss criteria in order to make compliance possible.

OBJECTIVE:

* The student will demonstrate dependability by notifying the supervisor before working hours to report lateness or absence.

ACTIVITIES:

Lecture/discussion about the importance of notifying supervisor when the student is to be late or absent.

Discuss the cost of absenteeism and lateness to the employee and the world of work.

DEPENDABLE

EVALUATION:

Supervisor will keep a record of absentees and lateness along with whether or not the given student has provided appropriate notification in advance.

3

* Is most functional and valuable in Work Experience, Community Classroom and/or classrooms where telephones and adequate personnel are available.

Be sure to discuss criteria in order to make compliance possible.

PROMPT

ACTIVITIES:

Discuss promptness.

Define what promptness means for class and/or job.

* Develop systems which positively reinforce promptness.

OBJECTIVE:

The student will demonstrate promptness by reporting on time for class and/or work.

EVALUATION:

Supervisor will keep a record of promptness. Rollbook, time cards and time sheets may be used.

* Allow make-up time for time missed.

Allow music/radio in work area.

Provide choice of assignments or tasks.

WANTS TO LEARN NEW SKILLS

OBJECTIVE:

The student will take a personal skill inventory and list new skills he/she wants to learn and the reasons these new skills will be of value.

1

ACTIVITIES:

Discuss skills in required vocational areas.

Discuss related careers and the skills needed for success in those careers.

Discuss the importance and benefit of job related skills in the home and for personal use.

Given a supervisor's prepared list of skills for a career area, the student will identify those skills which he/she already has and list at least _____ which he/she would like to learn.

EVALUATION:

Completion of skill inventory, selection of _____ skills to be learned and accompanying reasons.

WANTS TO LEARN NEW SKILLS

OBJECTIVE:

* The student will show willingness to learn new skills by:
  1. Asking for aid in learning new skills.
  2. Trying a new skill.
  3. Demonstrating an interest in a new skill.

2

EVALUATION:

Record must be kept on extent to which the student meets one of the following:
1. Asks for aid in learning new skills.
2. Tries a new skill.
3. Demonstrates an interest in a new skill.

ACTIVITES:

Lecture/discuss how a willingness to learn new skills impresses employers.

Encourage students to select new skills to learn that relate to the course.

Visits: Talk to supervisors asking permission to visit with personnel on the work force.

** Demonstrate new skills to student(s).

Allow students to pursue special projects which go beyond requirements of the class and call for new skills.

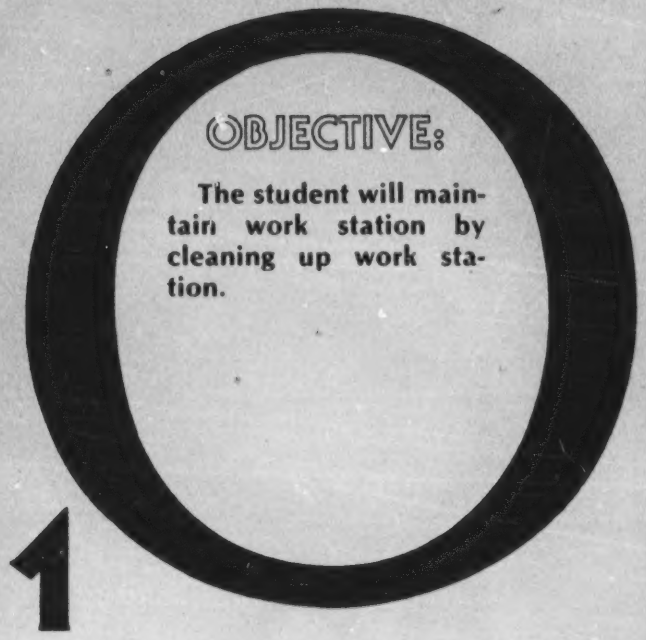
Provide easy access to supervisor.

* Student may fulfill objective by meeting any one of the criteria.

  Positively reinforce any attempt to meet objective criteria.

** Student performs new skill, evaluates and submits project for teacher evaluation.

MAINTAINS WORK STATION



OBJECTIVE:

The student will maintain work station by cleaning up work station.

1

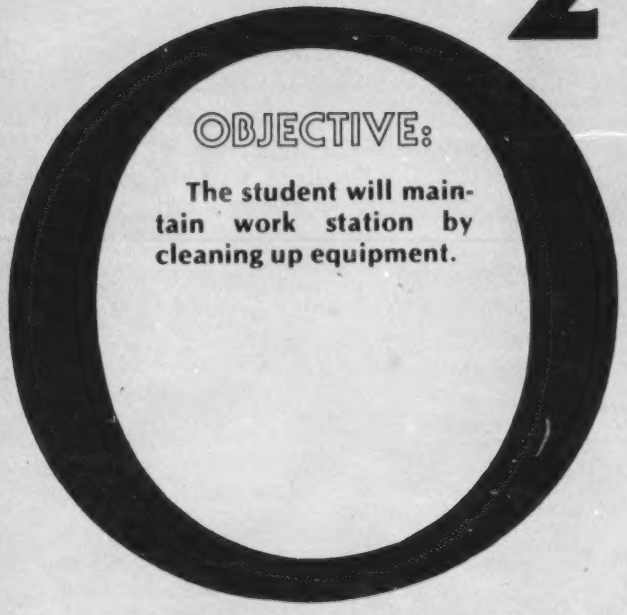
ACTIVITIES:

The student will be assigned a work station. Cleaning materials necessary to clean up will be made available. Teacher/supervisor will demonstrate proper cleaning methods.

* Rotate student leaders who will supervise clean up.

Student must understand the reason for cleaning work stations.

2



OBJECTIVE:

The student will maintain work station by cleaning up equipment.

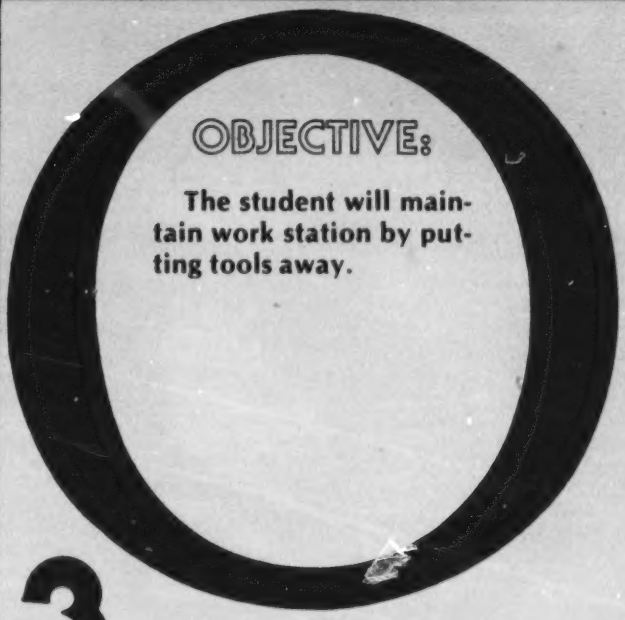
ACTIVITIES:

Discuss the reasons for cleaning equipment; e.g., cost to repair, etc.

The student will be assigned a machine or piece of equipment to clean up each day. The machine assignments would be rotated each week. In the event a student is absent, another student will clean it.

Demonstrate clean up techniques.

* Make sure that peer leadership is possible for your learning group.



OBJECTIVE:

The student will maintain work station by putting tools away.

3

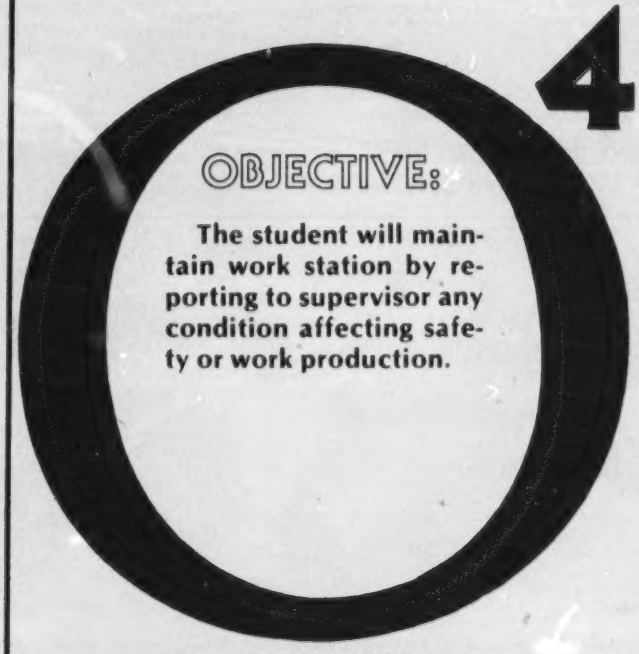
MAINTAINS WORK STATION

ACTIVITIES:

Instructor will discuss proper procedures for returning tools and equipment to proper place.

Instructor will appoint someone in charge of tools and equipment so as to check them out and in. After check is made, supervisor will be given a report (oral/written).

The student will return all items to their respective places on completion of the task.



OBJECTIVE:

The student will maintain work station by reporting to supervisor any condition affecting safety or work production.

4

ACTIVITIES:

Lecture, discuss and/or use a film regarding safety and security procedures, e.g.

- High cost of tools.
- Maintenance/repair costs.
- Hardship on self and other workers due to shortage and damage of tools.
- Avoiding accidents and injuries.

Students will make up a list of tools or pieces of equipment, getting their prices (gathering information from catalogs/retail stores).

Student will discuss price, brand, guarantees, warranties, etc.

MAINTAINS WORK STATION

OBJECTIVE:

* The student will maintain work station by reporting missing, broken or misplaced materials or equipment.

5

ACTIVITIES:

The student will note any missing equipment and attempt to have it returned to tool area.

EVALUATION:

Evaluate students for consistency and quality of compliance to a criteria.

Oral or written tests regarding cleaning, maintenance and safety procedures where appropriate.

Teacher/supervisor observation and a record.

* Supervisor should be an appropriate role model.

Film regarding safety and security procedures: "A Career Is Calling" from Pacific Telephone.

"Office Safety" from Xerox.

Reinforce students for compliance to objective criteria.

IS ATTENTIVE DURING INSTRUCTION

OBJECTIVE:

* At the end of or during any given reading assignment, lecture, demonstration, audio visual, or student presentation, etc., the student will show attentiveness by:

1. Asking appropriate questions.
2. Applying skills correctly.
3. Following directions.
4. Summarizing content of presentation.
5. Answering questions after presentation(s).

EVALUATION:

Supervisor observes and records student compliance to criteria.

Give an oral or written test to see if students can follow directions.

ACTIVITIES:

Discuss the importance of paying attention in class and on the job.

Students will discuss how often he/she has interpreted information incorrectly and the consequences of inattention.

Teacher reads (or uses tape recorder) a given piece of material and the student answers in writing and/or orally to questions regarding specific information.

A student who has been instructed teaches the same material to one or more other students.

Provide students the opportunity to use a maintenance manual.

* Be careful that peer leadership is acceptable to members of your learning group.

This objective may be limited by an inability to hear, see or read.

GETS ALONG WITH OTHERS

ACTIVITIES:

Discuss/lecture about the value of getting along with others:

1. Create pleasant work atmosphere.
2. Make others feel comfortable around you.
3. Favorable business image.
4. Increased production (individual/or group).
5. Job satisfaction.

Lecture/discuss such things as:

1. What if your partner couldn't speak?
2. What if your partner couldn't see or hear?
3. What if your partner had to leave early (arrive late) daily?

Lecture/discuss problems of communication within a group (personal characteristics which enhance or hinder group interaction).

The student will be encouraged to make an appointment to meet with supervisor to discuss problems re: relating to others. The appointment time will be the student's responsibility.

OBJECTIVE:

* The student will show ability to work as a member of a group by:
  1. Sharing equipment, tools, and information.
  2. Letting others participate.
  3. Involving new students in class environment.

The student will be assigned to a new team or group each designated period. The assignments should not be revealed to the students before each period.

At the end of a designated period the student will be given a chance to participate in a classroom discussion on the subject of "Getting Along With Others."

EVALUATION:

Supervisor observes and records student compliance.

1. Sharing equipment.
2. Letting others participate.
3. Involving new students.

* Provide limited equipment for given assignments which requires students to share.

SHOWS RESPECT

OBJECTIVE:

* The student will show respect for fellow students/employees and instructors/employers by:

1. Using a courteous voice and choosing positive words.
2. Being assertive without being rude or argumentative.
3. Accepting another person's individual differences.

EVALUATION:

Supervisor will observe and record compliance.

1. Using a courteous voice and positive words.
2. Being assertive without being rude.
3. Accepting another person's differences.

ACTIVITIES:

Lecture/discuss how to be a respectful employee.

Role play characters who match criteria in the objectives.

Assign group participation so that each student must relate to people who are different from him or her.

* Supervisor must display an appropriate role model.

HONESTY — INTEGRITY

OBJECTIVE:

* The student will display a tendency toward honesty by:
  1. Being able to explain what honesty on the job means.
  2. Doing own work.
  3. Owning up to mistakes.

ACTIVITIES:

Discuss the value of honesty on any job.

Guest speaker. Topic: "Blue Collar, White Collar Crime."

EVALUATION:

Supervisor judgment based on such things as:

1. Student response in "trust" situations.
2. Student honesty in test taking.
3. Employer observation and written evaluation of student in job situation.
4. Supervisor assessment of student explanation (orally or written) of what honest on the job means.

* Consider leaving "honest" off wall charts plotting student progress.

EXHIBITS PRIDE IN WORK

OBJECTIVE:

* Student will demonstrate pride in work by:

1. Talking about finished project positively.
2. Displaying finished project.
3. Doing things according to procedure.
4. Correcting own mistakes.
5. Putting in extra time to finish job.
6. Keeping work station neat and clean.
7. Taking care of tools and equipments.
8. Asking questions as to the quality of his/her work completed.

ACTIVITIES:

Lecture/discuss taking pride in one's work.

Discuss the value of keeping a balance between the quality and quantity of a worker's production (speed vs. high quality craftsmanship).

Students share ideas about the importance of taking pride in one's work.

Provide opportunities for students to display products or talents.

Take field trips to places where work quality is emphasized.

Provide speakers from business to talk about the value of the quality of work.

EVALUATION:

Supervisor will observe and record student compliance to criteria 1-8 in the objective.

* The student should be given the time to correct mistakes. Praise for jobs completed.

EXHIBITS FLEXIBILITY

OBJECTIVE:

The student will show flexibility by:

1. Meeting different work schedules.
2. Working with a number of different people.
3. Working at a number of different work situations.
4. Meeting the demands of an emergency situation.

EVALUATION:

Instructor/supervisor evaluation/rating for compliance with items listed in the objectives.

ACTIVITIES:

Lecture/discuss being able to roll-with-the-punches (figuratively speaking).

Lecture/discuss being able to move from one work station to another.

Guest speakers: (Suggested Topics)

1. Explain what the world of work is all about.
2. What they as employers expect from their employees.
3. What flexibility one should have in a job.
   a. Working on days off when requested.
   b. Filling in for absentees.
   c. Attending employee meetings.
   d. Working an irregular work schedule.

When possible the supervisor should help students experience the following:

1. Meeting different work schedules.
2. Working with different people.
3. Working at different work situations.
4. Meeting the demands of an emergency situation.

NOT DEFENSIVE WHEN CORRECTED

OBJECTIVE:

The student will show acceptance of correction by:

1. Maintaining self-control.
2. Improving work habits or performance as directed.
3. Asking for aid in improving performance.
4. Using positive non-verbal /body language.

ACTIVITIES:

Lecture/discuss:

1. The importance of not being defensive when corrected.
2. Non-constructive criticism versus constructive criticism.
3. Procedure used to handle errors and criticism in work situations.
4. Accepting criticism from supervisor.
5. Importance of positive personality characteristics.
6. How to analyze criticism and how to use it for personal growth.

* Instructor/student demonstrate (in a role play situation) behavioral patterns which will exhibit non-defensiveness to the observer, e.g., reflective listening (use "I" messages rather than "you" messages).

The student will keep a record of all corrections which were directed to the student during a period of time. These corrections would include any and all corrections from the instructor, other teachers, students, mother, father, etc. A simple form would be used to record the student's feelings at the time, such as the following:

1. Correction was: a. Correct, b. Fair, c. Unfair.
2. Correction was: a. Needed, b. Helpful, c. Not Needed.

EVALUATION:

Supervisor observes/records student compliance with objective criteria.

** Student self-evaluation shared with supervisor/instructor.

* The student should understand that he/she should not argue about correction but to change product as corrected. Reservations dealing with corrections should be held for a later time.

** See Appendix for examples of check lists.

WORKS UP TO CAPACITY

OBJECTIVE:

During the skill instruction phase, the student will demonstrate willingness to work up to capacity by:

1. Trying to do a task as directed.
2. Exhibiting persistence/stick-to-it-ive-ness.
3. Responding positively to correction.
4. Using time effectively.
5. Developing efficient methods.

1

ACTIVITIES:

** The student will participate in a group project which requires assembly line procedures.

* Lecture/discuss:
  1. What capacity is and how it varies from person to person.
  2. The value of applying oneself to the job at hand to perform to the best of one's abilities.
  3. How one can improve performance on a job.

EVALUATION:

*** Supervisor evaluates student productively based on the following criteria:

1. Trying to do tasks.
2. Exhibiting persistence.
3. Responding positively to correction.
4. Developing efficient methods.
5. Using time effectively.

* Several films are available on this subject, e.g., "The Time of Your Life."

** Learning activities should demonstrate that attainment of group goals is dependent on each participant working up to capacity.

*** Use evaluation feedback to motivate participation.

WORKS UP TO CAPACITY

O2

OBJECTIVE:

Having achieved the necessary skill level, the student will meet production standards as set by instructor/supervisor/employer.

EVALUATION:

Pre and post skills tests to determine skill levels.

Supervisor applies performance standards to evaluate student production.

** Teacher/supervisor rating based upon forms such as logs, work orders, work history, etc.

ACTIVITIES:

Instructor explains training plan and identifies those objectives which are the prime ones in a career area.

Instructor explains time and ability requirements of each training objective and gives a basic outline of training content.

* Student performance is timed with the intent of maintaining and/or improving quality while increasing quantity.

* Praise increased individual production and maintenance/improvement of quality.

  Improvement is based upon one's own previous production rather than production of someone else.

  Instruct students on keeping a log containing time spent on a given job evaluating quality of their work, meeting time allowed for a job and filling out work orders, job card, work history, other record forms.

** Use evaluation feedback to motivate student participation.

PLEASANT AND CHEERFUL

OBJECTIVE:

* Given instruction and reasons for being pleasant and cheerful, a student will demonstrate these qualities by:
  1. Smiling.
  2. Sharing.
  3. Using a cordial tone of voice.
  4. Expressing enthusiasm.
  5. Being cooperative.
  6. Accentuating the positive.

EVALUATION:

Supervisor observes and records student's pleasant and cheerful characteristics:
1. Smiling.
2. Sharing.
3. Accentuating positive.
4. Being cooperative.
5. Using cordial tone of voice.
6. Expressing enthusiasm.

Student evaluation of self and others.

ACTIVITIES:

Supervisor demonstrates objective as a role model.

Role play pleasant and cheerful characteristics in dealing with public. Role play job interview, applying for promotion and/or asking for salary increase.

Lecture/discuss:
1. Importance of being cheerful.
2. Desirable/appropriate classroom and/or on the job behaviors.
3. Personal characteristics which will gain a job, promotion and increased salary.
4. Public relations.
5. Maintenance of good relations with peer(s) and supervisor(s).

** Training film(s) dealing with:
1. Business image.
2. Employee-employer relations.

* Reinforce behavior which complies with the objective.

** Attempt to find films at following: Bank of America, Pacific Telephone, McDonalds, IBM.

SHOWS STRONG MOTIVATION TO SUCCEED

OBJECTIVE:

* Student will show strong motiviation to succeed by:

1. Attending regularly.
2. Seeking help during free time.
3. Handing project(s) in early.
4. Supplying/using additional resources.
5. Attempting to complete all projects and assignments.
6. Obtaining materials for projects prior to due date.
7. Setting additional goals beyond those required.
8. Completing more than recommended number of assignments/projects.

ACTIVITIES:

Lecture/discuss:

1. Success.
2. Motivation.

** Use a professional panel to discuss the value of strong motivation to succeed.

EVALUATION:

Supervisor observes and records whether or not student:

1. Attends regularly (before or after school, etc.).
2. Seeks help.
3. Hands project in early.
4. Supplies/uses additional resource material.
5. Attempts to complete all projects and assignments.
6. Obtains materials for projects prior to due date.
7. Sets additional goals beyond those required.
8. Completes more than the recommended number of assignments/projects.

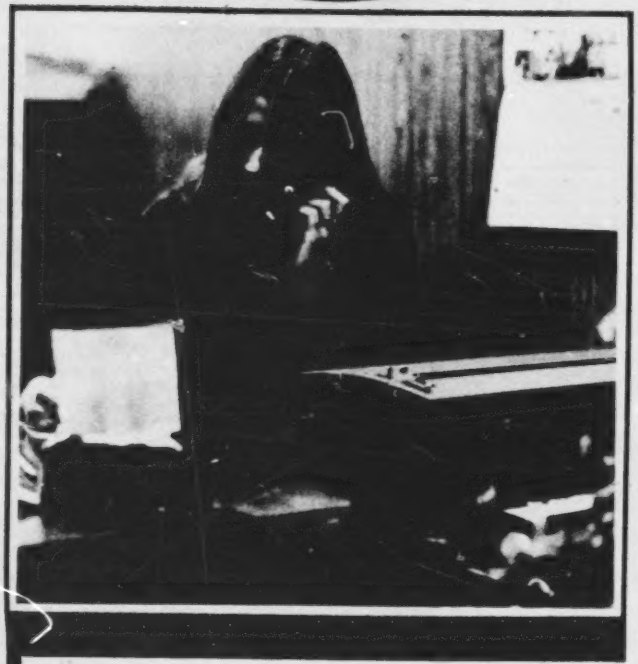
* This objective should be used early in the term.

** There are many audio visual materials available in the motivation area.

OBJECTIVE:

* The student will ask permission to miss sessions by following procedures such as:
  1. Filling out necessary form and following procedures for missing sessions.
  2. Contacting supervisor(s) in advance of absence.

ASKS PERMISSION TO MISS SESSIONS



EVALUATION:

Supervisor records and evaluates student use of procedure for requesting missing sessions. Record may be time cards, time sheets and/or roll books.

ACTIVITIES:

Lecture/discuss:

1. Importance of informing supervisors(s) when a person must be absent.
   a. Problems for employer.
   b. Problems for fellow employees.
   c. Problems for you.
2. Procedure(s) to be used when missing a session.
3. Policies for approval of absences.

Use guest speaker(s)/panel from business and industry on:

1. Responsiblities on the job.
2. Cost of employee absences.
3. Policies by company, etc.

* Reinforce behavior which conforms to the objective.

GOOD PERSONAL APPEARANCE

OBJECTIVE:

* The student will meet the standard for personal appearance set by the job or jobs.

EVALUATION:

Student self-evaluation.

Supervisor evaluation of student appearance regarding job requirements.

* Take care that standards don't interfere with individual rights as determined by courts or law.

Reinforce behavior which conforms with objective.

Have individual conferences with those students who do not meet grooming standards. Some students are unable to meet standards because of factors beyond their control.

ACTIVITIES:

Discuss/lecture about:

1. Importance of appropriate personal appearance, grooming and hygiene (e.g., interview, job, classroom, lab).
2. Employer(s)/school policies.
3. How others perceive you.

Use guests from industry:

1. Describe personal appearance of employees when working in his specific job.
2. Projecting the company's image.

Use film "Grooming and You" (other audio visual materials).

Role play appropriate dress and grooming to fit different occasions. (Students would be given their roles the day before and asked to bring the appropriate dress to school.) Such as:

1. Job interview.
2. Representing the company.
3. On the job.

Video tape role playing and play back.

ORGANIZED

OBJECTIVE:

* The student will demonstrate good organization by:
1. Displaying a work area which is orderly and efficiently arranged.
2. Utilizing time appropriately to complete assignments.
3. Having necessary equipment and materials to perform the task.
4. Meeting due dates.
5. Developing and implementing a written plan/chart/calendar for completing projects.

ACTIVITIES:

Lecture/discuss:
1. Good organization.
2. Benefits of good organization for employers.

Supervisor provides examples of good organizing plans and procedures.

Simulation(s):
1. Organizing a work area.
2. Organizing information for retrieval.
3. Organizing a small business.
4. Organizing a production line.
5. Developing a better method.
6. Organizing equipment storage for retrieval.
7. Developing a flow chart.

Field trip to see action work stations and their organization.
1. Talk to on-the-job employees.
2. Follow up with discussion in class.

EVALUATION:

Supervisor evaluates student:
1. Work area.
2. Plan.
3. Utilization of time.

* Students must be reminded that criteria must be met consistently over a long period of time.

Reinforce behavior which complies with the objectives.

FOLLOWS OTHERS CONSTRUCTIVELY

OBJECTIVE:

* The student will demonstrate the ability to follow others constructively by accepting and implementing instructions from others so that the task is completed.

ACTIVITIES:

Lecture/discuss:

1. Need to accept and implement instructions from others.
2. Intra/inter group cooperation to complete task(s).

Use guest speakers:

E.g., employers, employees; former students who are employers or employees.

Subject: On the job experiences which emphasize the importance of getting along with others, following through constructively and respecting line-staff relationships.

** Assign students to work in groups led by a designated supervisor (rotate roles within each group).

EVALUATION:

Self-evaluation by student.

Students evaluate each other.

Supervisor evalutes the degree to which the student follows others constructively, accepts instructions and implements instructions.

* Reinforce behavior which complies with the objective.

** Take care to consider group dynamics in assigning to groups and to supervisor positions.

Appendix

INDIVIDUALS TRAINED TO WORK with the culturally different and handicapped students combined with specialists in the areas of sex-bias and stereotyping formed an Affirmative Action Committee. This group was charged with the responsiblity of identfying areas which need extra effort because of sex, race, or other stereotypes.

AFTER CAREFUL ANALYSIS of existing stereotypes and the attitudes, behaviors, and personal characteristics listed in the curriculum model, the Affirmative Action Committee decided that some students will be reluctant to develop the desired behaviors because of their life experiences.

IN AN ATTEMPT TO HELP TEACHERS work with these students, the Committee identified life experiences which contribute, either positively or negatively, to the development of the desired behaviors. In addition, the Committee suggested some activities teachers can use to give students positive life experiences and hopefully motivate them to accept the importance of developing the desired behaviors. These life experiences and the suggested teacher initiated activities are listed below.

NOTE: Attempt to integrate these strategies throughout the teaching for each objective.

IMPORTANT LIFE EXPERIENCES	TEACHER INITIATED ACTIVITIES
Role Models	1. Provide a variety of role models appropriate to the career goals of students in the classroom (women carpenters, male nurses, etc.). 2. Provide a resource list of people in the community who are working in non-traditional roles. 3. Use prior students. 4. Use existing students: a. To win support of class leaders. b. To attract a wide variety of students: (1) Expand curriculum. (2) Revise course description. (3) Change course name.
Socio-Economic Backgrounds	1. Provide hard data on work participation and life styles to be expected from various occupations.

Peer Pressure	Create situations where peer pressure works in favor of achievement of objectives.
Adult Expectation/ Reinforcement	Students respond to positive expectations and positive reinforcement from adults. Create a wide range of reinforcements for desired behaviors. Must be explained (certificates of achievement, awards, M & M's, trips, gift certificates from local merchants, etc.) in terms of criteria.
Home Environment	1. Increase home/school contact and flow of information. 2. Involve parents whenever possible (use as role models where appropriate). 3. Involve parents in positive "adult expectations/ reinforcement" activities.
School/Community Environment	1. Publicize programs at school and in community. 2. Use community/school resources as positive role models. 3. Work with feeder schools. 4. Use press to reinforce student behavior (Student of the Week). 5. Use Advisory Committee. 6. Create a public display of products/services/ skills. 7. Encourage personal invitations to community and school staff by individual students. 8. Make awards publicly when possible.
Self Concept	Provide activities which enhance self-esteem (example, at beginning of each class have students pair up and say to each other, "I'm proud that _____"; at the end of class, have students say to each other, "Today I accomplished _____"). 1. Use various forms of public/school recognition for accomplishments. 2. Send exemplary reports to parents. 3. Send letters to employers or from employers.
Travel/Mobility	1. Field trips to various work settings. 2. Field surveys, interviews. 3. Assessing requirements of career areas.

Sample checklist

Developing Better Work Attitudes

Attitudes and Behaviors Developed

Students	Responsible/Dependable/Prompt	Wants to learn new skills	Maintains work station	Is attentive during instruction	Shows respect for students and instructors/Gets along with others	Honest	Exhibits pride in work	Exhibits flexibility	Not defensive when corrected	Works up to capacity	Pleasant and cheerful	Shows strong motivation to succeed	Asks permission to miss sessions	Good personal appearance	Organized	Follows others constructively

BEHAVIOR — Not Defensive When Corrected

NOTE: Prior to using this personality check list, an explanation should be given on the importance of not being defensive. This is especially true for students whose cultural background makes it difficult for him/her to accept criticism.

CHECK LIST

STUDENT	RESPONSIBLE	CONSIDERATE	SPOKE LOUDLY AND CLEARLY	FOLLOWED VERBAL INSTRUCTIONS	PROFESSIONAL ATTITUDE	CONCERN FOR OTHERS	ADJUSTMENT AFTER ABSENCE	REMARKS ON STUDENT'S REACTION WHEN INFORMED OF MARKS RECEIVED

Sample self-evaluation

TOWARD BETTER WORK ATTITUDES **Alphabetical #**_____

EVALUATION **NAME**_____

Introduction: In order that you are to be perceived and valued as a GOOD WORKER by the AVERAGE employer in the AVERAGE work place you NEED to learn to possess the attitudes, behaviors, and personal characteristics listed on these pages. The person who possesses these characteristics is appreciated by employers and is likely to be hired, maintain a position, and have a chance for promotion in employment. This evaluation form will help us to determine to what degree you possess these VALUED characteristics.

A. RESPONSIBLE/DEPENDABLE/PROMPT _____ **OBJECTIVE MET** a.

1. You will be prompt for class sessions/work. _____
2. You will correctly fill in on a time/attendance card. _____
3. You will have no more than 10 unexcused tardies per quarter _____
4. You will have no more than 5 unexcused absences per quarter. _____
5. In a classroom lab, you will continue the previous day's work on individual assignments within the first 5 minutes. _____
6. You will keep your work up-to-date according to your weekly progress chart. _____
7. You will complete at least 75% of class assignments. _____
8. You will satisfactorily perform at least four teacher-assigned classroom jobs and/or fill in for absentees. _____
9. Given an opportunity for self analysis, you will list the behaviors you presently have that make you feel that you are a responsible student/employee. _____

B. WANTS TO LEARN NEW SKILLS _____ b.

1. You will take a personal skill inventory and list three new skills that you want to learn and the reason these new skills will be of value to you. ____
2. You will show that you want to learn new skills by:
   a. Asking for aid in learning new skills. _____
   b. Demonstrating an interest in a new skill. _____
   c. By trying a new skill. _____

C. MAINTAINS WORK STATION _____ c.

1. You will maintain work station by:
   a. Cleaning up work station. _____
   b. Cleaning up equipment. _____
   c. Putting tools away. _____
   d. Reporting any condition affecting safety or malfunction. _____
   e. Using a garbage can when machine sewing. _____

D. IS ATTENTIVE DURING INSTRUCTION _____ d.

1. At the end of any lecture, demonstration, audio visual, or student presention, etc., you will show attentiveness by:
   a. Asking appropriate questions. _____
   b. Applying skills correctly. _____
   c. Following directions. _____
   d. Summarizing content of presentation. _____

e. Answering questions orally or after presentation(s) _____

E. GETS ALONG WITH OTHERS/SHOWS RESPECT FOR STUDENTS & INSTRUCTOR _____ e.

1. Working as a member of a group, you will:
   a. Share equipment, tools and information. _____
   b. Let others participate. _____
   c. Involve new student/visitors in class environment. _____
2. You will show respect for fellow students and instructors by:
   a. Using a courteous voice and choosing positive words. _____
   b. Not talking back or arguing when it is inappropriate. _____
   c. Defending another person's individual difference. _____

F. HONESTY _____ f.

1. You will display a tendency toward honesty by:
   a. Being able to explain what honesty on the job means. _____
   b. Doing your own work. _____
   c. Owning up to your mistakes. _____

G. EXHIBITS PRIDE IN OWN WORK _____ g.

1. You will demonstrate pride in your work by:
   a. Talking about your finished project. _____
   b. Showing others your finished project. _____
   c. Doing things according to procedure. _____
   d. Correcting your own mistakes. _____
   e. Putting in extra time to finish job. _____
   f. Keeping work station neat and clean. _____
   g. Taking care of tools and equipment. _____
   h. Asking questions as to the quality of your work completed. _____

H. EXHIBITS FLEXIBILITY _____ h.

1. You will show flexibility by:
   a. Meeting different work schedules. _____
   b. Working with a number of different people. _____
   c. Working at a number of different work situations. _____
   d. Meeting the demands of an emergency situation (fire drill, power failure, etc.). _____

I. NOT DEFENSIVE WHEN CORRECTED _____ i.

1. You will show that you accept correction by:
   a. Maintaining self control. _____
   b. Improving work habits or performance as directed. _____
   c. Asking for aid in improving performance. _____
   d. Using positive non-verbal/ body language. _____

J. WORKS UP TO CAPACITY _____ j.

1. You will demonstrate your willingness to work up to capacity by:
   a. Trying to do a task assigned/directed. _____

b. Exhibiting persistence/stick-to-it-ive-ness.
c. Using time effectively.
d. Responding positively to correction.
e. Developing efficient methods.

2. You will meet production standards as set by instruction/supervisor/employer.

K. PLEASANT AND CHEERFUL k.

1. You will demonstrate being pleasant and cheerful by:
   a. Smiling.
   b. Sharing.
   c. Using a cordial tone of voice.
   d. Expressing enthusiasm.
   e. Being cooperative.
   f. Acccentuating the positive.

L. SHOWS STRONG MOTIVATION TO SUCCEED l.

1. You will show strong motivation to succeed by:
   a. Attending regularly (before or after school, etc.).
   b. Remaining after class to seek help.
   c. Handing project(s) in early.
   d. Supplying additional resource material.
   e. Attempting to complete all projects and assignments.
   f. Obtaining materials for projects prior to due date.
   g. Setting realistic goals.
   h. Completing more than the recommended number of assignments/projects.

M. ASKS PERMISSION TO MISS SESSIONS m.

1. You will ask permission to miss sessions by:
   a. Contacting instructor/supervisor in advance of absence.

N. GOOD PERSONAL APPEARANCE n.

1. You will meet the standard for personal appearance set by the employer, teacher and/or supervisor.

O. ORGANIZED o.

1. You will demonstrate good organization by:
   a. Displaying a work area which is orderly and efficiently arranged.
   b. Utilizing time appropriately to complete assignments.
   c. Having necessary equipment and materials to perform the task.
   d. Meeting due dates.

P. FOLLOWS OTHERS CONSTRUCTIVELY p.

1. You will demonstrate the ability to follow constructively by:
   a. Contributing in order to efficiently complete task(s).
   b. Accepting and implementing instructions from others.

* Self Analysis of Work Attitudes

Answer Key: **a. All of the time 100%** **b. Some of the time 50%** **c. Most of the time 75%** **d. Never**

1. Do you report by phone, when you are absent?
   a **b** **c** **d**
2. Do you make a real effort to get to class on time?
   a **b** **c** **d**
3. Do you finish special assignments for student activity jobs by their due date?
   a **b** **c** **d**
4. Do you sign in every day?
   a **b** **c** **d**
5. How many unexcused tardies do you have?
   a None **b 4 a semester** **c More**
6. How many unexcused absences do you have?
   a None **b 2 a semester** **c More**
7. Do you get to work within the first 5 minutes after signing in?
   a **b** **c** **d**
8. Do you keep your work up to date?
   a **b** **c** **d**
9. Do you complete all assignments?
   a **b** **c** **d**
10. Do you perform your extra assigned jobs or fill in for someone else when they are absent?
    a **b** **c** **d**
11. List one new skill you have learned in each of the three areas listed below and state why they are of value.
    1. Graphic Designer

    2. Typographer

    3. Photography

* This test was given at the beginning of the last report card period. Students were worked with on a one-to-one basis on any area they had marked c or *d*. Most students scored *very employable* or *employable* with only a few *questionable*.

Score test by giving 1 for *a*, 2 for *b*, 3 for c, and 4 for *d*.

Very employable, 27 to 40; *employable*, 41 to 55; *questionable*, 56 to 80; and *unemployable*, 81 to 100.

Joan Ansell

12. Do you keep your work area clean?

    a 1 to 5 **b 6 to 10** **c 11 to 15** **d 17 to 20**
    e More

13. Are you attentive during instruction, ask questions, follow instructions, take notes, etc?

    a **b** **c** **d**

14. How often do you help a fellow student by sharing equipment, tools or information you have learned?

    a **b** **c** **d**

15. When working with other students do you use a courteous tone, choosing positive words, not arguing when it is inappropriate and defend another person's individual differences?

    a **b** **c** **d**

16. Have you been able to own up to your mistakes so that you can learn from them, rather than just waste material?

    a **b** **c** **d**

17. Do you have a pride in the work you have completed in this course?

    a **b** **c** **d**

18. Are you able to take correction from others, which sometimes means you start your project over, without showing disappointment or without being defensive?

    a **b** **c** **d**

19. When you are working, do you try to develop efficient ways of doing things, use your time effectively, be persistent and stick with it until you complete the assignment?

    a **b** **c** **d**

20. In working with dated material in graphics, have you been able to meet production deadlines even though they cause you frustrations?

    a **b** **c** **d**

21. During class, no matter what your personal problems are, have you been able to smile, share, cooperate, use cordial tone of voice and accentuate the positive with fellow students?

    a **b** **c** **d**

22. Have you tried to succeed in graphics by attending class regularly, seeking extra help, finishing projects on time, and finishing all assignments plus extra credit work?

    a **b** **c** **d**

23. Do you ask permission to miss a class session for personal reasons, when you know in advance you are not going to be present?

    a **b** **c** **d**

24. Do you practice appropriate personal appearance, good hygiene and grooming?

    a **b** **c** **d**

25. Do you make an effort to organize your work area and equipment for more efficiency?

    a **b** **c** **d**

Self Analysis of Behaviors of Pilot Study

NAME

☐ STUDENT EVALUTION
☐ TEACHER EVALUATION

	FIRST DATE / /	DOESN'T NEED IMPROVEMENT	NEEDS SOME IMPROVEMENT	NEEDS LOTS OF IMPROVEMENT	SECOND DATE / /	DIDN'T IMPROVE	SOME IMPROVEMENT	BIG IMPROVEMENT	FINAL DATE / /	LITTLE OR NO IMPROVEMENT	SUBSTANTIAL IMPROVEMENT	
1. RESPONSIBLE												
2. DEPENDABLE												
3. PROMPT												
4. WANTS TO LEARN NEW SKILLS												
5. PUTS AWAY EQUIPMENT & TOOLS												
6. CLEANS UP & PUTS AWAY WORK												
7. ATTENTIVE DURING INSTRUCTION												
8. GETS ALONG WITH OTHER STUDENTS												
9. SHOWS RESPECT FOR INSTRUCTORS												
10. HONEST												
11. EXHIBITS FLEXIBILITY												
12. ACCEPTS CRITICISM OF HIS WORK												
13. WORKS UP TO CAPACITY												
14. PLEASANT & CHEERFUL												
15. HAS STRONG MOTIVATION TO SUCCEED												
16. ASKS PERMISSION TO MISS SESSIONS												
17. GOOD PERSONAL APPEARANCE												
18. ORGANIZED & CLEAR HEADED												
19. DOESN'T WASTE TIME												
20. SHOWS INITIATIVE												

Sample checklist

BEHAVIOR — Not Defensive When Corrected

Example of Check List

(List) Errors Made	Student Response to Corrections		Improved Performance	
	Positive	Defensive (Negative)	Yes	No
1.				
2.				
3.				
4.				
5.				
6.				
7.				

Additional resources

Free Films provided by: Modern Talking Picture Service, Inc., Film Scheduling Center, 2323 New Hyde Park Road, New Hyde Park, New York 11040. Write for details.

A film about Office Safety produced by Xerox was borrowed from Standard Oil, San Francisco, personnel office.

"A Career Is Calling" (28 mm film) is available from Pacific Telephone. Film deliniates seven different jobs. A speaker follows up later (personnel assistant).

Consult your school librarian for lists and sources of free films as well as professional business publications.

Contact public relations departments (most big companies have speakers, films or slides, and field trips to their business available relating to careers, product, business history, or business philosophy).

I've used speakers from Standard Oil, San Francisco; Bank of America International Headquarters, San Francisco; Metropolitan Insurance Company; Real Estate Brokers Association; federal, county, state governments; PG&E; Lawyers Assocation; probation officer; and legal secretary.

To give students an exposure to the various industries in our society, I try to recruit a speaker from each of the nine industry categories: services, government, agriculture, and so on (as listed in "Occupational Outlook Handbook").

Anna Fuchs 6/19/79